

# MISTA

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Montana Improving Schools Through Accreditation

• *collaboration for professional development*

OPI

BPE

NASC

NWREL

# Six Inter-related Steps

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- *Student/Community Profile*
- *School Mission Statement*
- *Desired Learner Results*  
(Exit Performance Standards)
- *Analysis of Instructional and Organizational Effectiveness*
- *SCHOOL IMPROVEMENT PLAN*
- *Monitoring through Onsite Visits*

# Parent/Community/Staff Involvement

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- *Representation of all stakeholders*
- *Gathering input and developing support*
- *Communicating direction of schools*
- *Spreading the workload*

# Student/Community Profile

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*Data-based decision-making*

*Issues and trends that affect programs*

*Baseline conditions*

*Data collection process*

- team of investigators
- focused energy; conversations and speculation
- visual representations

*Data Summaries*

prologue

data display

narrative

# Direction Setting

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## *Belief and Value Statements*

future-oriented

about people, conditions, control

## *Educational Goals for Students*

“the student will.... .”

skills, knowledge, attitudes for success

school wide

## *Mission Statement*

# Mission Statement

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- *Motivates and inspires*
- *Has clear purpose and direction*
- *Is readily useable by all stakeholders*
- *Guides development of Desired  
Learner Results*

# Desired Learner Results (Exit Performance Standards)

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*Specify performance indicators:*

- for school-wide educational goals
- with evidence or measurement techniques
- include proficiency standards (scores or percents)

*Guide organization of profile*

*Answer “How good is good enough?”*

# Instructional and Organizational Effectiveness

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*Teachers conducting research*

- Study groups
- Data collection (observation, interviews, focus groups, surveys, checklists)

*Identifying barriers*

Curriculum

Instruction

Assessment

Organizational Effectiveness

- How worried am I?
- How committed am I?



# School Improvement Plan

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- *Includes STRATEGIES and ACTION PLAN for each targeted educational goal*
- *Focuses on Desired Learner Results*
- *Identifies activities, timelines, responsible parties, necessary resources*
- *Addresses barriers to student achievement*
- *Motivates and supports change process*
- *Links staff development*

# Monitoring and Responding

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- *Profiling, assessing, analyzing, & reflecting*
- *Ensuring integrity of the process*
- *Acting as critical friends*
- *Observing, interviewing, and examining documents and student work*
- *Becoming a community of learners*
- *Writing interim reports that offer analysis, counsel, and suggestions*

# Continuing the School Improvement Cycle

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- Updating the profile
- Revisiting the mission
- Making adjustments suggested by critical friends; Scheduling another visit
- Targeting new goals
- Setting performance levels for desired learner results
- Analyzing Effectiveness and Updating SIP

# Visitation Team Will:

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- Examine documentation before visit
- Communicate with school to select questions for interviews and to plan onsite schedule
- Interview, observe, and examine documents
- Consider taking laptop and template to school
- Discuss findings before departure
- Delegate responsibilities to draft report
- Send report to school and relevant agencies





# Visitations Ensure That:

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- The integrity of the process is maintained
- Decisions are data and research driven
- The improvement process is school-based
- All steps are connected
- Committees work collaboratively
- Each step is implemented appropriately
- Student learning is central

# Complementary Processes:

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- Onward to Excellence (OTE I or OTE II)
- Effective Schools
- Data Analysis for Comprehensive School Reform (Bernhardt; funded by Eisenhower)
- Blue Ribbon Schools Application Process
- New American High Schools
- Schoolwide Planning (Title I)